Part 6: Transformation Model

	PRE-IMPLEMENTATION Strategies - Application Year
Describe any profession Year I of SI	re-grant implementation steps that are being taken during the application year to prepare G.
	* Director of School Transformation and Superintendent conducted evaluation of principal based on Federal Turnaround Principles and determined that the principal is effective in all eight Turnaround Principals.
Principal changes and flexibility	* Office of Transformational Support Performance Contract requires a Transformation Zone-wide ISTEP pass rate of 58% in each content area and 47% passing both content areas of ELA and Math in addition to culture/climate priority area goals. The performance contract allows operational discretion for the principals of each of the five Transformation Zone Schools as well as the Office of Transformational Support's discretion for the entire Transformation Zone.
	* Glenwood Leadership Academy is one of five schools in the Transformation Zone. This opportunity provides Glenwood with a Transformation Strategist lead within building as well as increased district support. The Transformation Strategist works alongside the school leadership to provide strategic support to guide and monitor school improvement progress.
	* Tamara Skinner was appointed as GLA's principal after demonstrating success at both the school and district leadership levels. Under Ms. Skinner's leadership at the district level, she provided direct oversight of 13 middle and high schools, with nearly 80% avoiding placement in the lowest category of PL 221. When hired into district office, she was part of the district's intervention team—identifying schools with intensive needs and implementing drastic steps through turnaround leadership at the district level.
Effectiveness of staff and recruitment/	* In January 2014, all teachers in EVSC's Transformation Zone schools were given the choice to either opt-in or opt-out of teaching in the Transformation Zone. All teachers opting-in, as well as all new hires, were required to successfully complete Transformation Zone (TZ) Team Training, which OTS, EVSC district leaders, and MIE staff collectively trained teachers in Doug Lemov's Teach Like a Champion techniques. Teachers not only had to undergo the training, they also had to actively participate, submit lesson plans, teach a model lesson using instructional techniques learned, and score 3 or higher on a 5 point scale on each indicator to continue teaching in the Transformation Zone.
retaining of staff	* Embedded support and professional development through staffing positions of four teacher coaches. These part-time teachers are still impacting students in the classroom, but are also able to co-teach, collaborate, and provide coaching to other staff within building.
	* Professional Learning Communities (PLCs) provide teachers with an opportunity to collaborate and grow continuously as an educator.
Building Culture	* Implemented Positive Behavioral Interventions and Supports (PBIS). A program in which there are school-wide student expectations, and incentives for meeting specified behaviors. Expected teacher behaviors are modeled through professional development and professional learning communities. School discipline data is tracked on a monthly basis to continue to monitor interventions in place as well as identify areas of growth for the building that may require mid-course corrections in

AND THE THE THE THE THE THE	interventions and school strategies.
	interventions and school strategies.
	* A culture of student motivation and ownership of data is being created with the use of online student data trackers for all benchmark assessments. Regular data chats with teachers and administrators help students set attainable goals and connect student performance with specific student action.
	* Award assemblies are held that not only recognize student successes but are a true celebration of learning.
	* Teach Like a Champion professional development sessions provided, by the Office of Transformational Support, throughout the year on targeted areas of need based upon TAP, benchmark assessments, and walkthrough data.
	* TAP cluster cycles provide professional development to all teachers throughout the year based upon data from teacher evaluations that occur before the start of each new cycle.
Professional	* Several staff members attended Solution Tree's Professional Learning Communities Conference to initiate and lead professional learning communities at Glenwood.
Development	* Professional development is provided through meeting with Professional Learning Communities (PLCs) to better their practices on teacher collaboration, checking for understanding, use of student data, high-quality lesson planning, and creation of valid common assessments.
	* PBIS professional development was provided and supported by the district of EVSC.
	* Data chats are held with each teacher after beginning, middle, and end of year benchmark assessments with a district data coach to improve teacher understanding and application of student data.
	* Response to Intervention (RTI)- EVSC continues to refine implementation of a robust multi-tiered system of student support that includes: Core instruction within Tier I based on district wide common curriculum Universal Screeners to examine student skill needs in the areas of literacy and math. Rapid response to student data to determine instruction and intervention needs. System of research-based Tier II and III interventions of increasing intensity as a supplement to core instruction. Frequent progress monitoring of targeted skills. Ongoing communication and documentation of student progress and supports with appropriate staff and families.
Instructional Programs	* Curriculum Maps and Common Assessments- EVSC supports development of quality core instruction through: Curriculum maps created by teacher committees with LEA support and guidance for ELA and Math. Curriculum maps in development by teacher committees with LEA support and guidance for Science and Social Studies. All curriculum maps identify Guaranteed and Viable Curriculum based on Instructional Guidance from IDOE. All curriculum maps include cross-walk of Indiana Academic Standards and College and Career Readiness Standards based on Instructional Guidance from IDOE. LEA curriculum guidance documents include scope and sequence, content framework, and curriculum maps for all grade levels. LEA provided professional development on effective planning using curriculum maps. Building-level facilitated planning provided for effective use of curriculum maps. Curriculum maps and supporting documents used by building-level PLCs to guide instruction and prepare for differentiation. Quarterly common assessments used by building-level PLCs to guide instruction and prepare for differentiation. Quarterly common assessments created using curriculum guidance documents for all grade levels ELA and Math. Quarterly common assessments in development for all grade levels Social Studies and Science. Building-level professional development for writing effective common assessments. Building-level professional development for writing effective common assessments.

- * Achieve 3000- Provides web-based, differentiated instruction designed to reach a school's entire student population mainstream, English Language Learners, special needs, and gifted. It differentiates and tracks student progress by proving them with engaging non-fiction articles written at each student's Lexile level and assessing their comprehension. Used in grades 6-8.
- * Earobics- A multisensory reading intervention for raising academic achievement and builds individualized reading instruction in all of the areas deemed critical by the National Reading Panel. It helps educators address the challenges of reading through technology, multimedia materials, and professional development. This program delivers highly differentiated instruction for students in pre-kindergarten to third grade. Used as an intervention in Kindergarten and first grade.
- * LLI- The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. Used as an intervention in Kindergarten through fourth grade.
- * Burst- With Burst Reading Intervention you can: Quickly analyze assessment and progress-monitoring data. Create and customize skills-based intervention groups. Download short bursts of instruction for each group. Adapt lessons to the skill, pace and style needed for each student. Used as an intervention in first and second grade.
- * RAVE-O- A small-group reading intervention that targets serious reading challenges. This intervention balances science and motivation to accelerate learning, closes and prevents the achievement gap, and promotes fluency, comprehension, and deep reading. Used as an intervention in third grade.
- * Glenwood Leadership Academy is the cornerstone of the larger "Glenwood Community Development Corporation," a grassroots community redevelopment initiative including school-located projects and partnerships such as the Community Garden and onsite Community Health Clinic.
- * Community One- Community One is a non-profit Community Development Corporation. They create and maintain sustainable, low-income housing for students and families in the GLA community by focusing resources on repair, weatherization and rehab projects that restore decent, affordable housing.

Parent and Community Involvement

- * AARP Experience Corp- The AARP Experience Corps volunteer members work with students at Glenwood Leadership Academy one-on-one or in small groups as directed by the teachers. The goal of the program is to improve children's literacy skills, strengthen the community and help develop cultures of inspiration in the school.
- * YWCA- The YWCA Evansville works with Glenwood Leadership Academy to provide safe shelter for victims of domestic violence and their children and for homeless women and their children.
- * Crossroads Intervention- After school tutoring program for third grade students to help students pass IREAD
- * Full time school family and community development coordinator supports the comprehensive alignment of partnerships to student success.
- * Full time social worker works with students and families experiencing more critical needs.

- * Staff conference individually with students on individual goal-setting and monitoring--connecting families with two-way communication to implement a full wrap-around strategy for individual the students at GLA.
- * Family Engagement/PBIS/Rtl EVSC is working with teams from each school to connect their family engagement work to the initiatives they are putting in place around student behavior and student success. EVSC is adopting a Positive Behavior Intervention and Support approach to behavior. Each school has set up a PBIS team, and family engagement and cultural responsiveness is incorporated into all the trainings. Plus, schools have received on-going family engagement and cultural support. In addition, EVSC is working on incorporating evaluation of family engagement into the PBIS implementation tool in order to better integrate the work into school culture. Teams will look at recent Climate and Engagement Surveys and School Improvement Plans to create action items around 3 areas....creating a welcoming environment, establishing a protocol for positive, relationship-building contacts and creating meaningful 2 way communication highways. These three areas are designed to prevent family from becoming disengaged.
- * Parent Teacher Home Visit Project EVSC partnered with the Evansville Teachers Association and the National Education Association to bring trainers from the Parent Teacher Home Visit Project in to work with teachers at 3 schools. Additionally, ETA and NEA funded the opportunity for a district staff person and teacher to attend the "Train the Trainer" sessions in order to spread this work through the district. A follow-up session on the training will be held this Spring, with an eye toward summer home visiting.
- * Family Engagement Tools and Communication Development EVSC is working with the District's Office of Academics and the Communications Office to design family-friendly communications around District initiatives and student goals in order to better reach out and partner with families. The team has put together simple reading tips that schools are using to work with families The School-Community Council Communication Team has served as a community resource for the work. This year, the team reorganized with a new goal of helping produce family friendly information to help parents work with their students at home. The team is made up of journalists, writers, communication professionals, and parents from the community. The team has been working with the Department of Academics to draft family friendly language that explain the assessments EVSC gives to students throughout the year.
- * Parent Teacher Association EVSC is offering regular, monthly trainings around family engagement to PTA members and providing individual trainings and support to schools. As a result of these trainings, the team received requests and has worked directly with PTAs at 3 schools in the district.

SMART Culture Goal and Action Steps - Year I

The number of incidents per day resulting in an office referral will decease to an average of 10 or below.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Turnaround Principles
Support school leadership in prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring	OTS/LEA and MIE	Ongoing	% of MIE Contract, % of LEA Staff Salary	Replace the principal and grant principal operational flexibility
Provide School Leadership Training and Onboarding; Emphasis on developing leadership pipeline	OTS/LEA and MIE	Fall 2014 and throughout year	% of MIE Contract, % of LEA Staff Salary	
Principal was replaced in SY 2012-2013 (see pre-implementation).	OTS Director; Superintendent	Prior to Fall 2014	N/A	**************************************
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	Principal, Assistant Principals	On-going throughout the year	as ap	Measure the effectiveness of current staff; screen existing staff and rehire no more
Continuous academic walkthroughs and feedback provided to teachers. Focal areas for this support will be driven by TLAC principles (as initially provided during TZ Team Training, and also the basis for the ongoing professional development being provided throughout the school year).		On-going throughout the year		than 50 percent; select new staff
100% of staff participate in TZ Team Training Successfully	Principal; OTS team	At the beginning of each academic year (for new teachers only). The rest of staff completed staff	Stipends; Materials	

		recommitment		
		process.		
Engage in a robust	Principal; OTS	Once staffing occurs in	% OTS/LEA Salary:	11
hiring process including	team; MIE	the Spring, a list of	% MIE Contract	
analysis of data,		candidates will be		
interview questions,		created and jobs		
and teaching of a lesson		posted. The process	*	
l "		will continue so as to		
		create opportunities		
		to evaluate		
		prospective staff		
		effectively to ensure		
		that they will be good		
		fits for Glenwood.		
Through the TZ-	OTS Director;	Focus on Staff		7
initiated staff	Chief HR	Retention and		
recommitment process	(Principal)	Support; (Staff		
in January 2013 (in		selection prior to Fall		
addition of other		2014)		
teacher attrition		2		
factors), the 2013-2014				
teacher turnover rate				
was 52%. Currently in	-	111		² 20 ≥ 20
preparing for the 2014-	10		10 mW	
2015 school year, there		ļa .		
is a turnover rate of		4.7, 0,	5	
13%. This is a total				9 8
teacher turnover rate				
of 65%. (Note: If				
considering an		1		
additional school year,		200		
the turnover rate was		×		
26% in 2012-2013.)				11
The selection of new			3	11
staff will follow a				
competency-based				
selection model				
supported by OTS and				
MIE.				4 1
Principal and other	OTS Director;	Annually with	% OTS/LEA Salary	
administrative staff will	Superintendent	continuous feedback		
be evaluated using the				
new EVSC				
Administrator				
Evaluation tool which is				
performance based and				
aligned to increased				
student achievement.				

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Energize staff through explicit, routine, positive reinforcement including walkthrough feedback, evaluation/observation feedback, data chats	Principal	Ongoing		Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions)
Teachers will be able to receive "mini grants' from the school to supply classrooms as an incentive to recruit, attract, and retain staff; Message supplies purchased with mini grants must stay in classrooms.	Principal; Grant Support Specialist	Fall 2014	Mini-grants in the amount of \$1,000; % LEA Salary	
The current collective bargaining agreement expires June 30, 2014. The new agreement will be aligned to statute and include salary, wages, salary and wage related benefits. This principle will be considered particularly incentives for teachers in high-poverty, chronically underperforming schools.	CFO		\$ \$2.50 \$2.50 \$2.50 \$2.50 \$3.50 \$4.5	
Teachers who are rated in the lowest two categories of performance will be required to develop a plan for performance improvement with ongoing support, professional development, and monitoring that lasts no more than 90 school days (removal follows state law).	Principal, LEA support, PD Specialist	All during the school year	% LEA salary	

Staff will be	Principal; OTS	A more robust		Provide high quality, job-
consistently supported	Transformation	approach will happen		embedded professional
and developed on	Strategist;	at the beginning of the		20 00
ensuring that daily	Lead/Mentor	school year with a		development
procedural	Teachers	tapered off level of		
	i eachers	,		
expectations are met in classrooms. The		support as teachers/students are		
Department of the Wall State of the State of		more comfortable		
Administrative Team				
will communicate these		with expectations and		
expectations regularly.		as climate/culture		
73		measurably improves		
		(ODR data,		
		walkthroughs, etc.)		
Administrative team	Principal; OTS	Walkthrough data will		
will meet to review	Transformation	be reviewed bi-weekly.		
walkthrough data to	Strategist;	Quarterly meetings		
differentiate PD	Lead/Mentor	will occur to aggregate		
opportunities for	Teachers	this data, identify		
teachers based on data	,	trends, and adjust		
		professional		
		development		
	*	opportunities in order		
	11	to best support	8	×
		teachers and students.	2.0	
All staff will be trained	Principal,	Fall 2014	Professional	86
in Transformative	Assistant		Development	
Connected School	Principals, OTS			= =
System (TCSS), a series	Transformation			
of principle-based	Strategist			
interventions that	W 988			
focuses on developing	- 91		· 3	
successful, caring, safe,				2
and high achieving	2			
schools. (ACT I)				
Mass Insight (MIE)	MIE; OTS	On-going support	% OTS/LEA Salary;	Adopt a new governance
supporting OTS	Director, OTS	provided. Mass Insight	% MIE Contract	structure (i.e., turnaround
	Transformation	will support OTS as		office, turnaround leader)
	Strategist;	they build capacity at		office, zarnaround readery
	Principal	the school level (and		
		leverage resources at		
		the District through		
		district reorganization)		
		to create even more		
		robust conditions for		
		turnaround to thrive		
		and continue trending		
		positively.		
		positively.		
				<u> </u>

Office of	OTC Diverse	C CID who will be		
Transformational	OTS Director; OTS	S-SIP support will be on an as needed basis.		
The reserve to be an interest to the state of the state o	Transformation			
Support provides continuous support of		Intensive support will		
	Strategist; MIE;	be provided around		
roll-out and	Principal;	initial S-SIP strategy		
implementation of TZ	Assistant	decisions and then		
wide S-SIP monitoring	Principals	continuous support		
tool		will be provided		
		through periodic		
		checkpoint sessions		
		and continual		
		monitoring of the		
		online tool.		
Review data sources	Principal;	Bi-annually review data		
and revisit root cause	Assistant	sources and the root		
analysis of	Principals; OTS	causes to ensure that		
culture/climate	Director; OTS	the S-SIP is an		
improvement plan	Transformation	accurate set of tools		
	Strategist	to promote school		
		improvement at		
		Glenwood.		
Build performance	Principal;	Performance		
monitoring	Assistant	monitoring sessions		
requirements into the	Principals; OTS	will be scheduled		
S-SIP and monitor	Transformation	quarterly to ensure		602 E W
culture/climate	Strategist	that Glenwood is in a	27. M	
measures to ensure	**	position to		4.
fidelity and that		continuously improve.		
continuous			"	
improvement is			4	
happening.				
Implement MIE's	MIE Field	Fall 2014	% of MIE Contract,	
Diagnostic and	Engagement		% of LEA Staff Salary	
Readiness Audit;	Manager;			
School and OTS	Principal; OTS			
leaders should	Transformation			
immediately utilize this	Strategist; OTS			
key data source in the	Director			
Strategic School				
Improvement Planning				
Process.				
Design communications	MIE Field	Winter 2015		
strategies for GLA's	Engagement			
cluster after conducting	Manager			
a focus group series				
with community				
stakeholders				

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Develop a school-wide	Principal;	Initiate August 2014		Provide social-emotional and
approach for two-way	Assistant			community-oriented
communication with	Principals; Family			services/supports
families and guardians	Engagement			oc. weed, supports
	Coordinator;		a a	
	eLearning Coach			
Provide opportunities	Principal;	Create at least one		
for families and	Assistant	event per month to		
community members	Principals;	ensure that families		
to meet with staff and		have opportunities to		
learn about school	y Engagement	regularly engage with		
expectations and	/ =1.84801110110	the Glenwood school		
strategies		community.		
Provide information to	Family/Communit	Disseminate the		
families through	y Engagement			
various outlets to	y Engagement	monthly family		
THE CHAIN STREET, AND ADDRESS OF THE PROPERTY	W .	engagement events		
inform regarding		(see above) via social		
school services, events,		media, all calls, and		
and community events		traditional methods		
		(letters home, flyers,		
		etc.)		
Explore opportunities	Principal; OTS	As partnership	Possibility as	
to expand on	Transformation	opportunities trickle	needs/partners are	
community	Strategist; OTS	down from District	identified	·
partnerships	Director	Office address as	*	*
9-6		needed. Periodically	.30	
		(quarterly) elevate		*
-		opportunities where		
*		partners could plug		
· · · · · · · · · · · · · · · · · · ·		into Glenwood to the		
x 2		OTS	= 2 2	:
	C	ulture Action Steps	- Year 2	
		Special control of the second second second		
Action Steps	Person(s)	Timeline	Budgeted Items	Turnaround
Action Oceps	Responsible	IIIIIeiiie	Duugeteu items	Principles
			en de la composition de la composition La composition de la	
Support school	OTS/LEA and	Ongoing	% of MIE Contract,	Replace the principal and
leadership in	MIE	(A) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	% of LEA Staff Salary	grant principal operational
prioritization, goal			"	flexibility
identification, and				Texibility
selecting fidelity and				
short-term metrics				
aligned to S-SIP/SAP				
Planning and				
Monitoring				
Provide School	OTS/LEA and	Fall 2015 and	% of MIE Contract,	
Leadership Training	MIE	throughout year	% of LEA Staff Salary	
and Onboarding;	, "L	an oughout year	70 OI LLA Stail Salary	
Emphasis on developing				-
Limphasis on developing	<u></u>			

leadership pipeline				
Evaluate 1009/ of	Duin air al	On asing the control of		Magaura the effectiveness of
Evaluate 100% of teachers utilizing evaluation rubric	Principal, Assistant	On-going throughout the year		Measure the effectiveness of current staff; screen existing
through iObservation	Principals			staff and rehire no more than 50 percent; select new
Continuous academic walkthroughs and feedback provided to teachers. Focal areas for this support will be	Principal, Assistant Principals	On-going throughout the year		staff
driven by TLAC principles (as initially provided during TZ Team Training, and also the basis for the on-				5
going professional development being provided throughout			*	
the school year).		2 1		
100% of staff participate in TZ Team Training Successfully	Principal; OTS team	At the beginning of each academic year (for new teachers only)	Stipends; Materials	
Engage in a robust hiring process including analysis of data,	Principal; OTS team; MIE	Once staffing occurs in the Spring, a list of candidates will be	% OTS/LEA Salary; % MIE Contract	
interview questions, and teaching of a lesson		created and jobs posted. The process will continue so as to create opportunities to evaluate prospective staff effectively to ensure		
		that they will be good fits for Glenwood.		
Energize staff through explicit, routine, positive reinforcement including walkthrough feedback, evaluation/observation	Principal	Ongoing		Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions)

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Teachers will be able to receive "mini grants' from the school to supply classrooms as an incentive to recruit, attract, and retain staff; Message supplies purchased with mini grants must stay in classrooms.	Principal; Grant Support Specialist	Fall 2015	Mini-grants in the amount of \$1,000; % LEA Salary	
Administrative team will meet to review walkthrough data to differentiate PD opportunities for teachers based on data	Principal; OTS Transformation Strategist; Lead/Mentor Teachers	Walkthrough data will be reviewed bi-weekly. Quarterly meetings will occur to aggregate this data, identify trends, and adjust professional development opportunities in order to best support teachers and students.		Provide high quality, job- embedded professional development
 All staff will be trained in Transformative Connected School System (TCSS), which is a series of principle-based interventions that focuses on developing successful, caring, safe, and high achieving schools. Returning staff will complete ACT II, and new staff will complete ACT I.	Principal, Assistant Principals, OTS Transformation Strategist	Fall 2015	Professional Development	
Mass Insight (MIE) supporting OTS	MIE; OTS Director, OTS Transformation Strategist; Principal	On-going support provided. Mass Insight will support OTS as they build capacity at the school level (and leverage resources at the District through district reorganization) to create even more robust conditions for turnaround to thrive and continue trending positively.	% OTS/LEA Salary; % MIE Contract	Adopt a new governance structure (i.e., turnaround office, turnaround leader)

Distribute two-way communication with families and guardians	Principal; Assistant Principals; Family Engagement Coordinator; eLearning Coach	Quarterly		Provide social-emotional and community-oriented services/supports
culture/climate measures to ensure fidelity and that continuous improvement is happening. Implement MIE's Diagnostic and Readiness Audit; School and OTS leaders should immediately utilize this key data source in the Strategic School Improvement Planning Process; Cross-train LEA staff in process.	MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director	that Glenwood is in a position to continuously improve.	% of MIE Contract, % of LEA Staff Salary	
Review data sources and revisit root cause analysis of culture/climate improvement plan Build performance monitoring requirements into the S-SIP and monitor	Principal; Assistant Principal; Assistant Principals; OTS Director; OTS Transformation Strategist Principal; Assistant Principals; OTS Transformation	decisions and then continuous support will be provided through periodic checkpoint sessions and continual monitoring of the online tool. Bi-annually review data sources and the root causes to ensure that the S-SIP is an accurate set of tools to promote school improvement at Glenwood. Performance monitoring sessions will be scheduled quarterly to ensure		
Office of Transformational Support provides continuous support of roll-out and	OTS Director; OTS Transformation Strategist; MIE; Principal;	S-SIP support will be on an as needed basis. Intensive support will be provided around initial S-SIP strategy	>	

	Person(s)			Turnaround
	C	ulture Action Steps	- Year 3	
319	4 ₆ (9)	(quarterly) elevate opportunities where partners could plug into Glenwood to the OTS	≪ H	
partnerships	Director	Office address as needed. Periodically		
community	Strategist; OTS	down from District	identified	
to expand on	Transformation	opportunities trickle	needs/partners are	
Explore opportunities	Principal; OTS	As partnership	Possibility as	i i
		etc.)		
2.07		(letters home, flyers,		
and community events		traditional methods		
school services, events,		media, all calls, and		
inform regarding		(see above) via social		
various outlets to	/ Engagement	engagement events		
families through	y Engagement	monthly family		
Provide information to	Family/Communit	Disseminate the		
strategies		community.		
expectations and	y Lingageriierit	the Glenwood school		
learn about school	y Engagement	regularly engage with		
community members to meet with staff and	Principals; Family/Communit	have opportunities to		
for families and	Assistant	event per month to ensure that families		
Provide opportunities	Principal;	Create at least one		

	C	ulture Action Steps	- Year 3	
Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Turnaround Principles
Assess school leadership's prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring; Support as needed.	OTS/LEA	Ongoing	% of MIE Contract, % of LEA Staff Salary	Replace the principal and grant principal operational flexibility
Support LEA to provide School Leadership Training and Onboarding; Emphasis on strengthening leadership pipeline	MIE/LEA and MIE	Fall 2016 and throughout year	% of MIE Contract, % of LEA Staff Salary	

I00% of staff participate in TZ Team Training Successfully Engage in a robust hiring process including analysis of data, interview questions, and teaching of a lesson	Principal; OTS team Principal; OTS team; MIE	At the beginning of each academic year (for new teachers only) Once staffing occurs in the Spring, a list of candidates will be created and jobs posted. The process will continue so as to create opportunities to evaluate prospective staff effectively to ensure that they will be good fits for Glenwood.	Stipends; Materials % OTS/LEA Salary; % MIE Contract	Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff
Energize staff through explicit, routine, positive reinforcement Teachers will be able to receive "mini grants' from the school to equip/supply classrooms as an incentive to recruit, attract, and retain staff; Message supplies purchased with mini grants must stay in classrooms.	Principal Principal; Grant Support Specialist	Ongoing Fall 2016	Mini-grants in the amount of \$1,000; % LEA Salary	Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions)
Teachers who are rated in the lowest two categories of performance will be required to develop a plan for performance improvement with ongoing support, professional development, and monitoring that lasts no more than 90 school days (removal follows state law).	Principal, LEA support, PD Specialist	All during the school year	% LEA salary	

	1	T		
Administrative team	Principal; OTS	Walkthrough data will		Provide high quality, job-
will meet to review	Transformation	be reviewed bi-weekly.		embedded professional
walkthrough data to	Strategist;	Quarterly meetings		development
differentiate PD	Lead/Mentor	will occur to aggregate		
opportunities for	Teachers	this data, identify		
teachers based on data		trends, and adjust		
		professional		
		development		
		opportunities in order		
		to best support		
		teachers and students.		
All staff will be trained	Principal,	Fall 2016	Professional	
in Transformative	Assistant		Development	
Connected School	Principals, OTS			
System (TCSS), which	Transformation			
is a series of principle-	Strategist			
based interventions				
that focuses on				
developing successful,				
caring, safe, and high			0	
achieving schools.				
Returning staff will				
complete ACT II or III,	76			SHE
and new staff will	av			
complete ACT I.	ě.	(5) 8	ř.	600
Build performance	Principal;	Performance	4.1	Adopt a new governance
monitoring	Assistant	monitoring sessions	7) (ME)	structure (i.e., turnaround
and the second second second			1	
requirements into the	Principals; OTS	will be scheduled		
S-SIP and monitor	Principals; OTS Transformation	will be scheduled quarterly to ensure		office, turnaround leader)
		OR CONTROL OF COMPLEX SUBSECTION AND ADDRESS OF THE PROPERTY O		
S-SIP and monitor	Transformation	quarterly to ensure		
S-SIP and monitor culture/climate	Transformation	quarterly to ensure that Glenwood is in a		
S-SIP and monitor culture/climate measures to ensure	Transformation	quarterly to ensure that Glenwood is in a position to		
S-SIP and monitor culture/climate measures to ensure fidelity and that	Transformation	quarterly to ensure that Glenwood is in a position to	2 ⁴² 2 2	
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous	Transformation	quarterly to ensure that Glenwood is in a position to		
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is	Transformation	quarterly to ensure that Glenwood is in a position to	% of MIE Contract,	
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening.	Transformation Strategist	quarterly to ensure that Glenwood is in a position to continuously improve.	% of MIE Contract, % of LEA Staff Salary	
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening. Support LEA staff in	Transformation Strategist MIE Field Engagement	quarterly to ensure that Glenwood is in a position to continuously improve.	The second secon	
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening. Support LEA staff in Diagnostic and	Transformation Strategist MIE Field Engagement Manager;	quarterly to ensure that Glenwood is in a position to continuously improve.	The second secon	
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening. Support LEA staff in Diagnostic and Readiness Audit	Transformation Strategist MIE Field Engagement	quarterly to ensure that Glenwood is in a position to continuously improve.	The second secon	
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening. Support LEA staff in Diagnostic and Readiness Audit	Transformation Strategist MIE Field Engagement Manager; Principal; OTS	quarterly to ensure that Glenwood is in a position to continuously improve.	The second secon	
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening. Support LEA staff in Diagnostic and Readiness Audit	Transformation Strategist MIE Field Engagement Manager; Principal; OTS Transformation	quarterly to ensure that Glenwood is in a position to continuously improve.	The second secon	
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening. Support LEA staff in Diagnostic and Readiness Audit	MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS	quarterly to ensure that Glenwood is in a position to continuously improve. Fall 2016	The second secon	office, turnaround leader)
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening. Support LEA staff in Diagnostic and Readiness Audit Process.	MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director	quarterly to ensure that Glenwood is in a position to continuously improve. Fall 2016	The second secon	office, turnaround leader) Provide social-emotional and
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening. Support LEA staff in Diagnostic and Readiness Audit Process. Distribute two-way	Transformation Strategist MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director Principal; Assistant	quarterly to ensure that Glenwood is in a position to continuously improve. Fall 2016	The second secon	Provide social-emotional and community-oriented
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening. Support LEA staff in Diagnostic and Readiness Audit Process. Distribute two-way communication with	Transformation Strategist MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director Principal; Assistant Principals; Family	quarterly to ensure that Glenwood is in a position to continuously improve. Fall 2016	The second secon	office, turnaround leader) Provide social-emotional and
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening. Support LEA staff in Diagnostic and Readiness Audit Process. Distribute two-way communication with	Transformation Strategist MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director Principal; Assistant Principals; Family Engagement	quarterly to ensure that Glenwood is in a position to continuously improve. Fall 2016	The second secon	Provide social-emotional and community-oriented
S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening. Support LEA staff in Diagnostic and Readiness Audit Process. Distribute two-way communication with	Transformation Strategist MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director Principal; Assistant Principals; Family Engagement Coordinator;	quarterly to ensure that Glenwood is in a position to continuously improve. Fall 2016 Quarterly	The second secon	Provide social-emotional and community-oriented

community members	Eamily/Community	ensure that families			
				11	
to meet with staff and	Engagement	have opportunities to			
learn about school		regularly engage with			
expectations and		the Glenwood school			
strategies		community.	= ==		
Provide information to	Family/Community	Disseminate the			
families through	Engagement	monthly family			
various outlets to		engagement events		_	
inform regarding		(see above) via social			
school services,		media, all calls, and			
events, and		traditional methods			
community events		(letters home, flyers,			
7		etc.)			
Explore opportunities	Principal; OTS	As partnership	Possibility as	11	
to expand on	Transformation	opportunities trickle	needs/partners are		
community	Strategist; OTS	down from District	identified		
partnerships	Director	Office address as		11	
and a constitution of the	Distriction of the Commission Section 5.	needed. Periodically		11.	
		(quarterly) elevate			
		opportunities where			
		partners could plug			
		into Glenwood to the			
		ALIAN MITTER SERVICE			
4	170	OTS	d v		

SUSTAINABILITY Culture Goal and Action Steps - Year 4

The number of incidents per day resulting in an office referral will decease to an average of 7 or below.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Turnaround Principles
Assess school leadership's prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring; Support as needed.	OTS/LEA	Ongoing	N/A	Replace the principal and grant principal operational flexibility
Provide School Leadership Training and Onboarding; Strengthen leadership pipeline	OTS/LEA	Fall 2017 and throughout year	N/A	

100% of staff participate in TZ Team Training Successfully	Principal; OTS team	At the beginning of each academic year (for new teachers only)	N/A	Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 bercent; select new	
Engage in a robust hiring process including analysis of data, interview questions, and teaching of a lesson	Principal; OTS team; MIE	Once staffing occurs in the Spring, a list of candidates will be created and jobs posted. The process will continue so as to create opportunities to evaluate prospective staff effectively to ensure that they will be good fits for Glenwood.	N/A	than 50 percent; select new staff	
Energize staff through explicit, routine, positive reinforcement including walkthrough feedback, evaluation/observation feedback, data chats	Principal	Ongoing	N/A	Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions)	
Message supplies purchased with mini grants must stay in classrooms.	Principal	0006 144 277	N/A	0.00	
Administrative team will meet to review walkthrough data to differentiate PD opportunities for teachers based on data	Principal; OTS Transformation Strategist; Lead/Mentor Teachers	Walkthrough data will be reviewed bi-weekly. Quarterly meetings will occur to aggregate this data, identify trends, and adjust professional development opportunities in order to best support teachers and students.	N/A	Provide high quality, job- embedded professional development	
Build performance monitoring requirements into the S-SIP and monitor culture/climate measures to ensure fidelity and that continuous improvement is happening.	Principal; Assistant Principals; OTS Transformation Strategist	Performance monitoring sessions will be scheduled quarterly to ensure that Glenwood is in a position to continuously improve.	N/A	Adopt a new governance structure (i.e., turnaround office, turnaround leader)	

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Diagnostic Readiness Process w for Schoo	Audit vith Feedback	OTS/LEA	Fall 2017	N/A	
communic	e two-way cation with nd guardians	Principal; Assistant Principals; Family Engagement Coordinator;	Quarterly	N/A	Provide social-emotional and community-oriented services/supports
for familie	ty members vith staff and ut school ons and	eLearning Coach Principal; Assistant Principals; Family/Communit y Engagement	Create at least one event per month to ensure that families have opportunities to regularly engage with the Glenwood school community.	School Site Council, Center for Family, School, and Community Partnerships	
Provide in families th various ou inform reg school ser	nformation to nrough utlets to	Family/Communit y Engagement	Disseminate the monthly family engagement events (see above) via social media, all calls, and traditional methods (letters home, flyers, etc.)	School Site Council, Center for Family, School, and Community Partnerships	
Explore o to expand communit partnersh	ty	Principal; OTS Transformation Strategist; OTS Director	As partnership opportunities trickle down from District Office address as needed. Periodically (quarterly) elevate opportunities where partners could plug into Glenwood to the OTS	School Site Council, Center for Family, School, and Community Partnerships	

SMART Academic Goals and Action Steps - Year I

ELA Academic Goal
The percentage of students passing
the ELA portion of 2014-2015 ISTEP+
will increase to 52.5%.

Math Academic Goal
The percentage of students passing
the ELA portion of 2014-2015 ISTEP+
will increase to 52.5%.

Other Academic Goal (optional)
The percentage of students passing both the ELA and Math portions of the 2014-2015 ISTEP+ will increase to 39.1%.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Turnaround Principles
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	School Leadership Team	On-going throughout the year		Use data to implement an aligned instructional program
Continuous academic walkthroughs and feedback provided to teachers	School Leadership Team	Every teacher seen every two weeks		.* *
Hold individual staff conferences to discuss student data trackers are being effectively implemented in a way that supports greater understanding of individual students	Principal	Quarterly	Y	2000s.
learning needs Utilize the PLC framework for alignment of curriculum and data discussions	Principal, PLC Coordinators	Monitored through the used of the GLA Principal Monitoring Tool weekly.		·
Provide data-driven differentiated PD on lesson planning areas of need	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Provide PD on TLAC strategies including tight transitions	OTS Point Person, Coaches	On-going as identified through walkthrough and evaluation data		
Monitor lesson plans looking for effective lesson design, such as writing rigorous	School Leadership Team	By Unit (Roughly every 3 weeks)		

student learning objectives and writing assessments.				S 45 100 100 1	
Provide follow up coaching on lesson planning for teachers identified as below proficient	School Leadership Team	On-going as identified through walkthrough and evaluation data			
Monitor and coach grade levels in writing their grade level and subject SIP Goals	School Leadership Team	Weekly support provided			
Require teachers to submit lesson plans for review	School Leadership Team	Weekly			te the use of data to and differentiated tion
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous student learning objectives and writing assessments	School Leadership Team	Weekly		<i>""31" d c</i>	
Track teacher effectiveness and provide differentiated coaching based on analysis of lesson plans	School Leadership Team	On-going as identified through walkthrough and evaluation data	24.5		- H
Utilize PLC's to support common planning and alignment of instruction	Principal, PLC Coordinators	Daily			
Utilize student data trackers to effectively implement ways to support students individual learning needs	School Leadership Team	As evidenced in lesson plans weekly			
Provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons	School Leadership Team	On-going as identified through walkthrough and evaluation data			
Encourage the use of technology in the classroom and supported in lesson planning design to	School Leadership Team and eLearning Coach	As evidenced in lesson plans weekly			

1100				
differentiate for student				
needs	6.1			
Provide follow up	School	On-going as identified		
coaching for teachers	Leadership Team	through walkthrough		
on utilizing technology	and eLearning	and evaluation data		
to effectively	Coach			
differentiate and engage				
students in the				
classroom				
Ensure student data	Principal, PLC	Initiate in September	Stipends for data	
trackers are	Coordinators	2014	coach and eLearning	
implemented to			coach to work	
increase student			additional days in	
motivation,			summer to prepare	
engagement, and			student data	
ownership of data			trackers for school	
through individualized			year (optional, if not	
goal-setting; Gradually			prepared Spring	
transition ownership to			prior)	
lead coaches and PLCs.			* %	
Provide teachers with	School	On-going as identified		Provide increased learning
differentiated support	Leadership Team	through walkthrough		time for students and staff
aligned to lesson		and evaluation data		and for the control of the country
planning and school	92		tue:	H g
initiatives	20	Lik .		100
Administrative team	Principal and	On-going as identified		-319
will meet to assess	Assistant	through walkthrough		10 Set
teaching staff and	Principals	and evaluation data		
determine coaching			9	
needs	0.			
Coaching will focus on	School	On-going as identified		
lesson planning specifics	and the second second	through lesson plan		W ₂
aligned to writing	Leader simp Team	analysis		
effective lesson plans		analysis		
TLAC strategies will be	OTS Point	On-going as identified		
taught through	Person, Coaches	through walkthrough	40	
differentiated PD	r crson, coaches	and evaluation data		
opportunities and		and Craidadon data		
targeted for specific				
teachers				
A coaching log will be	School	Quarterly		
utilized to track	Leadership Team	Quarterly		
support provided to	Leader still Leath			
teachers and the				
effectiveness and				
PARAMETER AND STATE AND STATE AND AND AND AND ADDRESS OF THE AND ADDRESS OF THE AND ADDRESS OF THE ADDRESS OF T				
progress teachers make				
utilizing strategies				
taught Provide professional	School	Reginning of the year		
Provide professional	SCHOOL	Beginning of the year		

development	Leadership Team	training. On-going as		
opportunities for	Leadership reall	identified through		
teachers to be trained		walkthrough and		
on strategies and		evaluation data		
practices specific to		Evaluation data		
GLA				
On-going. Professional	Principal, Site	On-going throughout		
Development	Coordinator	the year		
opportunities provided				
for staff teaching in				
after school programs				
at the beginning of each				
semester and				
supported by the Site				
Coordinator]
Provide alternative	Principal, Site	On-going throughout	Salaries &	
instruction opportunity	Coordinator	the year	Transportation	
to Out-of-School				
Suspension by licensed				
teachers (Twilight) and				
coordinated by Site				
Coordinator	x			
Increase student	School	On-going as identified		8
learning time by	Leadership Team	through walkthrough		
utilizing PBIS strategies	75	and evaluation data		
to keep students in the ,	31		94 (1)	
classroom and engaged			9	3
in learning]
Implement 3-day GLA	Principal; OTS	August 2014	Stipends for PD	
Professional	Transformation			
Development Academy	Strategist		1.81	
for all staff prior to the				
start of school year to				
ensure all staff are			9	
equipped with common				
understanding and				
begin data-driven				
planning processes.]
Implement 5-day	Principal; OTS	July 21-25, 2014	\$500 for Smekens	
workshop based on	Transformation		Education online	
Smekens Education	Strategist		modules; stipends	
online modules prior to			for PD	
the start of school to				
ensure all ELA teachers				
are prepared to				
implement the Reader's				
and Writer's				
Workshop model at a				
rigorous as well as				
knowledgeable in				

assessment writing instruction.		
		20

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Turnaround Principles
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	School Leadership Team	On-going throughout the year		Use data to implement an aligned instructional program
Continuous academic walkthroughs and feedback provided to teachers	School Leadership Team	Every teacher seen every two weeks		
Hold individual staff conferences to discuss student data trackers are being effectively implemented in a way that supports greater understanding of individual students learning needs	Principal	Quarterly		355 A
Utilize the PLC framework for alignment of curriculum and data discussions	Principal, PLC Coordinators	Monitored through the used of the GLA Principal Monitoring Tool weekly.	н ¹⁹ в	
Provide data-driven differentiated PD on lesson planning areas of need	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Provide PD on TLAC strategies including tight transitions	Dec. 1000-00100 (1990-000000) 2010 (1900-0000000000000000000000000000000000	On-going as identified through walkthrough and evaluation data		¥
Monitor lesson plans looking for effective lesson design, such as writing rigorous student learning objectives and writing assessments.	School Leadership Team	By Unit (Roughly every 3 weeks)		
Provide follow up coaching on lesson	School Leadership Team	On-going as identified through walkthrough		

planning for teachers identified as below		and evaluation data		
proficient				
Monitor and coach grade levels in writing their grade level and subject SIP Goals	School Leadership Team	Weekly support provided	N.	
Require teachers to	School	Weekly		Promote the use of data to
submit lesson plans for review	Leadership Team	Treekly		inform and differentiated instruction
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous student learning objectives and writing assessments	School Leadership Team	Weekly		mstruction
Track teacher effectiveness and provide differentiated coaching based on analysis of lesson plans	School Leadership Team	On-going as identified through walkthrough and evaluation data	*	8
Utilize PLC's to support common planning and alignment of instruction	Principal, PLC Coordinators	Daily	¥	9.0
Utilize student data trackers to effectively implement ways to support students individual learning needs	School Leadership Team	As evidenced in lesson plans weekly	8	91
Provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Encourage the use of technology in the classroom and supported in lesson planning design to differentiate for student needs	School Leadership Team and eLearning Coach	As evidenced in lesson plans weekly		
Provide follow up coaching for teachers on utilizing technology	School Leadership Team and eLearning	On-going as identified through walkthrough and evaluation data		,,,

	produced and a second of the second			
to effectively differentiate and engage students in the classroom	Coach			
Implement student goal-setting/ownership of data through the use of student data trackers; Ensure PLCs are self-sufficient to sustain this on own.	Principal, PLC Coordinators	At beginning of year and following each benchmark assessment	,	~
Implement regular check-ins and monitor student data trackers to ensure fidelity of implementation monitoring, effectiveness, and sustainability planning is in on track.	Principal	Ongoing		
Provide teachers with differentiated support aligned to lesson planning and school initiatives	School Leadership Team	On-going as identified through walkthrough and evaluation data		Provide increased learning time for students and staff
Administrative team will meet to assess teaching staff and determine coaching needs	Principal and Assistant Principals	On-going as identified through walkthrough and evaluation data		
Coaching will focus on lesson planning specifics aligned to writing effective lesson plans	•	On-going as identified through lesson plan analysis		
TLAC strategies will be taught through differentiated PD opportunities and targeted for specific teachers	OTS Point Person, Coaches	On-going as identified through walkthrough and evaluation data		
A coaching log will be utilized to track support provided to teachers and the effectiveness and progress teachers make utilizing strategies taught	School Leadership Team	Quarterly		
Provide professional	School	Beginning of the year		

	AND STREET OF STREET			
development	Leadership Team	training. On-going as		
opportunities for		identified through		
teachers to be trained		walkthrough and		
on strategies and		evaluation data		
practices specific to				
GLA		4	. 77	
On-going. Professional	Principal, Site	On-going throughout		
Development	Coordinator	the year		
opportunities provided				
for staff teaching in				
after school programs				
at the beginning of each				
semester and				
supported by the Site				
Coordinator				
Provide alternative	Principal, Site	On-going throughout	Salaries &	
instruction opportunity	Coordinator	the year	Transportation	
to Out-of-School			Paragraphic Property of Section	
Suspension by licensed				
teachers (Twilight) and		20		
coordinated by Site				
Coordinator				
Increase student	School	On-going as identified		
learning time by	Leadership Team	through walkthrough		25 II
utilizing PBIS strategies	Leader of the Team	and evaluation data	74.5	2 -
to keep students in the				-
classroom and engaged		ep.		**************************************
in learning				
Implement 3-day GLA	Principal; O'TS	August 2015	Stipends for PD	50
Professional	Transformation	/ tagast 2015	ocipendo for 1 D	
Development Academy	Strategist	711		
for NEW staff prior to	Del accelse	F0		You.
the start of school year		* ±		
to ensure all staff are				
equipped with common				
understanding and				
begin data-driven				
planning processes.				
Implement 5-day	Principal; OTS	July 2015	\$500 for Smekens	
workshop based on	Transformation	J, 20.0	Education online	
Smekens Education	Strategist		modules; stipends	
online modules prior to	25, 400,000		for PD	
the start of school for				
new ELA teachers or				
those needing				
remediation to ensure				
all ELA teachers are				
prepared to implement				
the Reader's and				
Writer's Workshop				
TTTTCC 3 TTOTKSTIOP	WEST TO STREET STREET		world disch de automatic resulting Williams	

model at a rigorous as well as knowledgeable in assessment writing		
instruction.		

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Turnaround Principles
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	School Leadership Team	On-going throughout the year		Use data to implement an aligned instructional program
Continuous academic walkthroughs and feedback provided to teachers	School Leadership Team	Every teacher seen every two weeks		
Hold individual staff conferences to discuss student data trackers are being effectively	Principal	Quarterly	2	* : ** ** ** ** ** ** ** ** ** ** ** **
implemented in a way that supports greater understanding of individual students	tourt.	s. 5	9	* d&x :
learning needs Utilize the PLC framework for alignment of curriculum and data discussions	Principal, PLC Coordinators	Monitored through the used of the GLA Principal Monitoring Tool weekly.		in "
Provide data-driven differentiated PD on lesson planning areas of need	School Leadership Team	On-going as identified through walkthrough and evaluation data		
Provide PD on TLAC strategies including tight transitions	OTS Point Person, Coaches	On-going as identified through walkthrough and evaluation data		
Monitor lesson plans looking for effective lesson design, such as writing rigorous student learning objectives and writing assessments.	School Leadership Team	By Unit (Roughly every 3 weeks)		
Provide follow up coaching on lesson planning for teachers	School Leadership Team	On-going as identified through walkthrough and evaluation data		

identified as below proficient				
Monitor and coach grade levels in writing their grade level and subject SIP Goals	School Leadership Team	Weekly support provided		
Require teachers to	School	Weekly		Promote the use of data to
submit lesson plans for review	Leadership Team	VVCCKIY		inform and differentiated
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous student learning objectives and writing assessments	School Leadership Team	Weekly		
Track teacher	School	On-going as identified		
effectiveness and	Leadership Team	through walkthrough		
provide differentiated		and evaluation data		
coaching based on				*
analysis of lesson plans			20	n = 1
Utilize PLC's to support	Principal, PLC	Daily		i set
common planning and	Coordinators			
alignment of instruction	4	*		
Utilize student data	School	As evidenced in lesson	÷ -	
trackers to effectively	Leadership Team	plans weekly		
implement ways to		Lance were N	10 25	1
support students	H 12			950010
individual learning	352			
needs	Mark C			***
Provide follow up	School	On-going as identified		21
coaching for teachers	Leadership Team	through walkthrough		46
on use of student data	Leader Ship Team	and evaluation data		
trackers and analysis of		and cyaldadon data		
data to drive				
instruction and				
differentiated lessons				
	School	As evidenced in lesson		
Encourage the use of	Leadership Team	plans weekly		
technology in the classroom and		pialis weekly		
	and eLearning Coach			
supported in lesson	COACII			
planning design to differentiate for student				
needs				
[25B)(32-000/20200	Cabaal	On main as : J +: C: _ J		
Provide follw up	School	On-going as identified		
coaching for teachers	Leadership Team	through walkthrough		
on utilizing technology	and eLearning	and evaluation data		

		Andrew American State Control of the	STATE OF THE PROPERTY OF THE PARTY OF THE PA	
to effectively	Coach			
differentiate and engage				
students in the				
classroom	D :	A G		-
Implement student	Principal, PLC	After assessments are		
goal-setting/ownership	Coordinators	given following		
of data through the use		standards instruction		
of student data				
trackers; Ensure PLCs				
are self-sufficient to				
sustain this on own.				
Implement regular	Principal	Ongoing		
check-ins and monitor				
student data trackers				
to ensure fidelity of				
implementation				
monitoring,				
effectiveness, and				
sustainability planning is				· .
in on track.				
Provide teachers with	School	On-going as identified		Provide increased learning
differentiated support	Leadership Team	through walkthrough		time for students and staff
aligned to lesson	20 /2	and evaluation data	8 =	
planning and school	ži.	e e	, В н	#42
initiatives	(3.)		8	(%)
Administrative team	Principal and	On-going as identified	920	
will meet to assess	Assistant	through walkthrough	*	
teaching staff and	Principals	and evaluation data		
determine coaching			"	
needs			N 2	
Coaching will focus on	School	On-going as identified		
lesson planning specifics	Leadership Team	through lesson plan		
aligned to writing		analysis		
effective lesson plans	- Action to the control of the contr			
TLAC strategies will be	OTS Point	On-going as identified		
taught through	Person, Coaches	through walkthrough		
differentiated PD		and evaluation data		
opportunitites and			*:	
targeted for specific				
teachers				
A coaching log will be	Tamara Skinner,	Quarterly		
utilized to track	Instructional			
support provided to	Coaches			
teachers and the				
effectiveness and				
progress teachers make				
utilizing strategies				
taught	Calanal	Danimula £41		
Provide professional	School	Beginning of the year		

	1	TARREST CONTRACTOR OF THE PARTY		
development	Leadership Team	training. On-going as		
opportunities for		identified through		
teachers to be trained		walkthrough and		
on strategies and		evaluation data		
practices specific to GLA				
On-going. Professional	Principal, Site	On-going throughout		
Development	Coordinator	the year		
opportunities provided		1921		
for staff teaching in				
after school programs				
at the beginning of each				
semester and	1			
supported by the Site				
Coordinator				
Provide alternative	Principal, Site	On-going throughout	Salaries &	
instruction opportunity	Coordinator	the year	Transportation	
to Out-of-School		(S.)	12.0	
Suspension by licensed				
teachers (Twilight) and				
coordinated by Site				
Coordinator	V4			
Increase student	School	On-going as identified	1.0	
learning time by	Leadership Team	through walkthrough	, d sa	
utilizing PBIS strategies	* *	and evaluation data		
to keep students in the			4 - 4 - 1	
classroom and engaged			# ##	
in learning				
Implement 3-day GLA	Principal; OTS	August 2016	Stipends for PD	
Professional	Transformation		(0)	
Development Academy	Strategist		2 4	
for NEW staff prior to				
the start of school year				
to ensure all staff are		* N N		
equipped with common				
understanding and				
begin data-driven				
planning processes.				
Implement 5-day	Principal; OTS	July 2016	\$500 for Smekens	
workshop based on	Transformation		Education online	
Smekens Education	Strategist		modules; stipends	
online modules prior to		±	for PD	
the start of school for	#			
new ELA teachers or		62		
those needing				
remediation to ensure				
all ELA teachers are				
prepared to implement				
the Reader's and				
Writer's Workshop	AND THE ROLL FROM A CONTROL OF THE STREET			

model at a rigorous as well as knowledgeable		
in assessment writing		
instruction.		

SUSTAINABILITY Academic Goal and Action Steps - Year 4

Action Steps	Person(s) Responsible	Timeline	Partnerships	Turnaround Principles
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	School Leadership Team	On-going throughout the year	N/A	Use data to implement an aligned instructional program
Continuous academic walkthroughs and feedback provided to teachers	School Leadership Team	Every teacher seen every two weeks	N/A	-
Hold individual staff conferences to discuss student data trackers are being effectively implemented in a way that supports greater understanding of individual students learning needs	Principal	Quarterly	N/A	
Utilize the PLC framework for alignment of curriculum and data discussions	Principal, PLC Coordinators	Monitored through the used of the GLA Principal Monitoring Tool weekly.	N/A	
Provide data-driven differentiated PD on lesson planning areas of need	School Leadership Team	On-going as identified through walkthrough and evaluation data	N/A	
Provide PD on TLAC strategies including tight transitions		On-going as identified through walkthrough and evaluation data	N/A	
Monitor lesson plans looking for effective	School Leadership Team	By Unit (Roughly every 3 weeks)	N/A	

^{*}The percentage of students passing the ELA portion of the 2017-2018 ISTEP+ will increase to 60.1%.

^{*}The percentage of students passing the Math portion of the 2017-2018 ISTEP+ will increase to 60.1%.

^{*}The percentage of students passing both the ELA and Math portions of the 2017-2018 ISTEP+ will increase to 45.4%.

lesson design, such as writing rigorous student learning objectives and writing assessments.				
Provide follow up coaching on lesson planning for teachers identified as below proficient	School Leadership Team	On-going as identified through walkthrough and evaluation data	N/A	
Monitor and coach grade levels in writing their grade level and subject SIP Goals	School Leadership Team	Weekly support provided	N/A	
Require teachers to submit lesson plans for review	School Leadership Team	Weekly	N/A	Promote the use of data to inform and differentiated instruction
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous	School Leadership Team	Weekly	N/A	
student learning objectives and writing assessments	Des.	92 - 12 - 13 - 13 - 13 - 13 - 13 - 13 - 1	e e	200
Track teacher effectiveness and provide differentiated coaching based on analysis of lesson plans	School Leadership Team	On-going as identified through walkthrough and evaluation data	N/A	-778
Utilize PLC's to support common planning and alignment of instruction	Principal, PLC Coordinators	Daily	N/A	*
Utilize student data trackers to effectively implement ways to support students individual learning needs	School Leadership Team	As evidenced in lesson plans weekly	N/A	
Provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons	School Leadership Team	On-going as identified through walkthrough and evaluation data	N/A	
Encourage the use of technology in the classroom and	School Leadership Team and eLearning	As evidenced in lesson plans weekly	N/A	

	la 1				
supported in lesson	Coach				
planning design to					
differentiate for student					
needs					
Provide follow up	School	On-going as identified	N/A	ĺ	*
coaching for teachers	Leadership Team	through walkthrough			
on utilizing technology	and eLearning	and evaluation data			
to effectively	Coach	Professional Section S			
differentiate and engage					
students in the				1	
classroom			14		
Implement student	Principal, PLC	Ongoing throughout	N/A		
goal-setting/ownership	Coordinators	1071 77 77	IN/A		
	Coordinators	year			
of data through the use					
of student data					
trackers; Ensure PLCs					
are self-sufficient to					
sustain this on own.					
Implement regular	Principal	Ongoing	N/A		
check-ins and monitor	ří				
student data trackers					
to ensure fidelity of		6			
implementation				- 1	
monitoring,		5 W W 9			*
effectiveness, and	24	±1. 70.		(c)	
sustainability planning is					
in on track.		7 -F15			- Millio
	C.I. I		I NA		D :: 1: 11 :
Provide teachers with	School	On-going as identified	N/A		Provide increased learning
differentiated support	Leadership Team	through walkthrough		- 11	time for students and staff
aligned to lesson		and evaluation data			
planning and school		9			
initiatives					
Administrative team	Principal and	On-going as identified	N/A		
will meet to assess	Assistant	through walkthrough			
teaching staff and	Principals	and evaluation data			
determine coaching					
needs					
Coaching will focus on	School	On-going as identified	N/A		
lesson planning specifics	to the same to the	through lesson plan			
aligned to writing	Leader omp Team	analysis			
effective lesson plans		allalysis			
		1			
III At otrotogica will be	OTS Paint	On going as identified	NI/A		
TLAC strategies will be	OTS Point	On-going as identified	N/A		
taught through	OTS Point Person, Coaches	through walkthrough	N/A		
taught through differentiated PD	9800 990 990 990		N/A		
taught through differentiated PD opportunities and	9800 990 990 990	through walkthrough	N/A		
taught through differentiated PD opportunities and targeted for specific	9800 990 990 990	through walkthrough	N/A		
taught through differentiated PD opportunities and targeted for specific teachers	Person, Coaches	through walkthrough	N/A		
taught through differentiated PD opportunities and targeted for specific	9800 990 990 990	through walkthrough	N/A iCats		

support provided to	Coaches	The resolution of the control of the		
teachers and the				
effectiveness and				
progress teachers make				
utilizing strategies				
taught				
Provide professional	School	Beginning of the year	N/A	
development	Leadership Team	training. On-going as		
opportunities for		identified through		
teachers to be trained		walkthrough and		
on strategies and		evaluation data		
practices specific to				
GLA				
On-going. Professional	Principal, Site	On-going throughout	N/A	
Development	Coordinator	the year	1 1/2	
opportunitites provided	Goordinator	che year		
for staff teaching in				
after school programs				
at the beginning of each			020	
semester and			,	
supported by the Site			2.	
Coordinator				
Provide alternative	Principal, Site	On-going throughout	Site Council	
instruction opportunity	Coordinator	the year	Site Courier	<i>8</i> 7 59
to Out-of-School	Coordinator	uie yeai		9
Suspension by licensed	8			25
teachers (Twilight) and	- 1-1-15 H			81.85%
coordinated by Site				
Coordinator				
Increase student	School	On-going as identified	N/A	
learning time by	Leadership Team	through walkthrough		10.22
utilizing PBIS strategies	Leadership realir	and evaluation data		ž
to keep students in the		and evaluation data	i i	
classroom and engaged	- (0			
in learning				
Provide job-embedded	Principal; OTS	August 2017	N/A	
GLA Professional	Transformation	/ lugust ZVI/	1.4/7	
Development Academy	Strategist			1
for NEW staff at the	ou accesso			
start of school year to				
ensure all staff are				
equipped with common				
understanding and				
begin data-driven				
planning processes.				
Provide job-embedded	Principal; OTS	July 2017	N/A	
professional	Transformation	July 2017	I W/A	
development on the	Strategist			
Reader's and Writer's	Sci acegist			
Ineader 2 and AALITER 2	A MARKET			

Workshop model at a	
rigorous as well as	
knowledgeable in	
assessment writing	
instruction.	